

Charts and Checklists

Appendix C

GRADE

6

Skills Checklist									
Active Democratic Citizenship	S-100 Collaborate with others to establish and carry out group goals and responsibilities.								
	S-101 Use a variety of strategies to resolve conflicts peacefully and fairly. <i>Examples: clarification, negotiation, compromise...</i>								
	S-102 Make decisions that reflect fairness and equality in their interactions with others.								
	S-103 Make decisions that reflect care, concern, and responsibility for the environment.								
	S-104 Negotiate constructively with others to build consensus and solve problems.								
	S-105 Recognize bias and discrimination and propose solutions.								
	S-106 Treat places and objects of historical significance with respect. <i>Examples: burial grounds, memorials, artifacts...</i>								
Managing Information and Ideas	S-200 Select information from a variety of oral, visual, material, print, or electronic sources. <i>Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...</i>								
	S-201 Organize and record information in a variety of formats and reference sources appropriately. <i>Examples: maps, charts, outlines, concept maps...</i>								
	S-202 Distinguish between primary and secondary information sources for research.								
	S-203 Select and use appropriate tools and technologies to accomplish tasks.								
	S-204 Create timelines and other visual organizers to sequence and represent historical figures, relationships, or chronological events.								
	S-205 Construct maps that include a title, legend, compass rose, scale, and latitude and longitude.								
	S-206 Select and interpret various types of maps for specific purposes.								
	S-207 Use latitude and longitude to locate and describe places on maps and globes.								
	S-207A Use traditional knowledge to read the land.								
	S-208 Orient themselves by observing the landscape, using traditional knowledge, or using a compass or other tools and technologies.								

(continued)

Skills Progress Chart (continued)

Skills Checklist									
Critical and Creative Thinking	S-300 Plan topics, goals, and methods for historical inquiry and research.								
	S-301 Evaluate the advantages and disadvantages of solutions to a problem.								
	S-302 Draw conclusions based on research and evidence.								
	S-303 Evaluate personal assumptions based on new information and ideas.								
	S-304 Distinguish fact from opinion and interpretation.								
	S-305 Observe and analyze material and visual evidence for research. <i>Examples: artifacts, photographs, works of art...</i>								
	S-306 Assess the validity of information sources. <i>Examples: purpose, context, authenticity, origin, objectivity, evidence, reliability...</i>								
	S-307 Compare differing accounts of historical events.								
	S-308 Compare diverse perspectives in a variety of information sources.								
	S-309 Interpret information and ideas in a variety of media. <i>Examples: art, music, historical fiction, drama, primary sources...</i>								
	S-310 Recognize that interpretations of history are subject to change as new information is uncovered or acknowledged.								
Communication	S-400 Listen to others to understand their perspectives.								
	S-401 Use language that is respectful of human diversity.								
	S-402 Persuasively express differing viewpoints regarding an issue.								
	S-403 Present information and ideas orally, visually, concretely, or electronically.								
	S-404 Elicit and clarify questions and ideas in discussions.								
	S-405 Articulate their beliefs and perspectives on issues.								